CHAPTER V
CONCLUSION

This chapter provides conclusions and suggestions regarding the research that has been conducted. Summarize all research results and discussion results based on the research problem. So, this study concludes the level of student satisfaction and challenges in implementing English as a medium of instruction in English business courses. The suggestions in this chapter provide recommendations to researchers based on the results of the study for better results phenomenon.

5.1 Conclusion

Based on the analysis of the questionnaire results regarding student satisfaction in implementing English as the medium of instruction in business English courses, several key insights emerge across four aspects. Firstly, regarding lecturer expertise, an average satisfaction percentage of 91.8% was obtained, indicating that students are very satisfied with their lecturers' knowledge and professionalism. This high level of satisfaction underscores the crucial role of effective teaching for the student.

In terms of lecturers' English ability, respondents reported a satisfaction average of 91.3%, indicating that students are very satisfied. Suggesting that proficient English communication by lecturers significantly contributes to student satisfaction. This finding emphasizes the necessity for faculty to possess strong English language skills to enhance the effectiveness of the learning process.

Regarding the EMI (English as a Medium of Instruction) status of the institution, students conveyed an average satisfaction percentage of 77.8%, indicating that students are satisfied with the implementation of EMI within their university. This reflects positive perceptions of the quality of English language use in teaching and the support provided for learning in English.

Lastly, the effectiveness of EMI received an average satisfaction percentage of 76.4%, indicating that students are satisfied with the effectiveness of EMI (English Medium Instruction) in business English courses. While students

expressed overall satisfaction, there were indications of some uncertainty regarding their English skills, particularly in areas such as listening, speaking, reading, and writing.

To answer the second research objective, the researcher conducted a structured interview with seven questions distributed to six respondents. The results of the interviews were categorized into four categories of student challenges in implementing English as the language of instruction in Business English courses. These were language-related challenges, culture-related challenges, material-related challenges, and institutional challenges. For language-related challenges, students faced difficulties in speaking, listening, vocabulary mastery, and writing. On the culture-related challenges, all students had no cultural barriers. The third challenge is material-related challenges; many students have difficulties understanding the material and completing academic assignments. The last was institutional challenges; all students felt supported by the institution and lecturers. However, one of them gets sarcasm from peers for frequently speaking in English.

5.2 Suggestion

Based on the conclusion above, the researcher proposed the suggestion as follows:

1. **For the Students**
   a) Students should work on improving their English skills, particularly in English skills, such as listening, speaking, reading, and writing in a business context. This will help them better understand what lecturers convey and complete academic tasks.

2. **For Lecturers**
   a) Lecturers should maintain and apply effective teaching methods, increase satisfaction, and pay more attention to students to help overcome the challenges faced by students in studying Business English courses.

3. **For further research**

   a) Future researchers are advised to use this study as a reference to investigate student satisfaction in the context of implementing English as the medium of instruction in Business English courses, as well as the challenges students face in this context.

   b) Future research could explore how teaching approaches, institutional support, and strategies are used by students to overcome the challenges across educational contexts and should consider the use of other research methods and a variety of data collection techniques with larger sample sizes and different sampling techniques to facilitate generalization of findings to a wider population. This would provide a more comprehensive understanding of student satisfaction and the challenges faced by students in implementing EMI (English Medium Instruction).